

KC Culver

207 Carmichael Hall; Box 870302
Tuscaloosa, AL 35487

kc.culver@ua.edu
[ORCID](#)

(310) 529-9125 (c)
[Google Scholar Profile](#)

EDUCATION

2019	PhD in Higher Education and Student Affairs, University of Iowa Presidential Graduate Research Fellow Certificate in College and University Teaching	GPA: 4.06
2003	MFA in Creative Writing, University of South Carolina Emphasis in Poetry with Creative Thesis	GPA: 4.00
2000	MA in English Literature, Auburn University Concentrations: Rhetoric and Composition, 20th Century British and American Literature	GPA: 3.75
1998	BA in English Literature, St. Mary's College of Maryland	GPA: 3.55

PROFESSIONAL SUMMARY

Assistant Professor, University of Alabama Program coordinator for the university-wide College Teaching Certificate Higher Education Administration, Educational Leadership, Policy, and Technology Studies	2022-present 2025-present
Associate Director, University of Southern California The Delphi Project on the Changing Faculty and Student Success	2023-present
Senior Postdoctoral Scholar, University of Southern California Postdoctoral Scholar, Pullias Center for Higher Education	2019-2022
Presidential Graduate Research Fellow, University of Iowa Graduate Research Assistant, Center for Research on Undergraduate Education	2014-2019
Senior Lecturer, University of Miami Lecturer, English	2003-2014
Graduate Teaching Assistant, English, University of South Carolina	2000-2003
Graduate Teaching Assistant, English, Auburn University	1998-2000

PUBLICATIONS

** indicates graduate or undergraduate student collaborator
[2025 5-year journal impact factor included in bold when available]*

Peer-Reviewed Journal Articles

28. Culver, K. C., & González Canché, M. (2026). We sit side by side: How course peers shape the achievement and success of at-promise students. *Review of Higher Education* **[3.4]**, 49(2). 203-241. <https://doi.org/10.1353/rhe.0.a974222>

27. Kitchen, J. A., Culver, K. C., Corwin, Z. B., & Rivera, G. J. (2025). Promoting low-income college student success through peer mentoring: A mixed methods examination. *Teachers College Record* [1.9], 127(2), 103-140. <https://doi.org/10.1177/01614681251334786>
26. Culver, K. C., Kezar, A., & Koren, E. R. (2026). Faculty, academic careers, and environments (FACE) framework: A guide to faculty work for research, practice, and policy. *The Journal of Higher Education* [4.1], 97(2), 398-430. <https://doi.org/10.1080/00221546.2025.2466421>
25. *Culver, K. C., & Katsumoto, S. (2024). Think for yourself: Centering racially minoritized students in the relationship between good teaching practices and lifelong learning in the first college year. *Journal of the First-Year Experience and Students in Transition*, 36(2), 75-96.
24. Culver, K. C., Bray, N. J., & Braxton, J. M. (2024). On my honor: A quasi-experimental analysis of honors students' perceptions of workload and cognitive challenge. *Research in Higher Education* [3.2], 65(4), 679-704. <https://doi.org/10.1007/s11162-024-09788-5>
23. Culver, K. C., Perez, R., Kitchen, J., & Cole, D. (2024). Fostering equitable engagement: a mixed-methods exploration of the engagement of racially diverse students in a comprehensive college transition program. *Journal of Diversity in Higher Education* [3.7], 17(2), 200–214. <https://doi.org/10.1037/dhe0000408>
22. Culver, K. C. (2023). All in all: Tearing down walls in the Scholarship of Teaching and Learning. *Innovative Higher Education* [3.2], 48(6), 971-976. <https://doi.org/10.1007/s10755-023-09684-3>
21. Culver, K. C., Kezar, A., & Koren, E. R. (2023). Improving access and inclusion for VITAL faculty in the Scholarship of Teaching and Learning through sustained professional development programs. *Innovative Higher Education* [3.2], 48(6), 1071-1094. <https://doi.org/10.1007/s10755-023-09672-7>
20. Jang, N., Culver, K. C., & Bowman, N. A. (2023). Measuring students' spirituality: A scale of authenticity. *Journal of College and Character*, 24(2), 79-99. <https://doi.org/10.1080/2194587X.2023.2190123>
19. Culver, K. C., Selznick, B. S., & Trolan, T. L. (2022). Rethinking critical thinking for social justice: Introducing a new measure of critical being that emphasizes thought, reflection, and action. *SN Social Sciences*, 2, 218 (2022). <https://doi.org/10.1007/s43545-022-00531-4>
18. *Culver, K. C., Harper, J., & Kezar, A. (2022). Engaging design thinking in professional bureaucracies: Improving equity for non-tenure track faculty in higher education. *Journal of Higher Education Policy and Leadership Studies*, 3(1), 68–89. <https://doi.org/10.52547/johepal.3.1.68>
17. Culver, K. C., Youngerman, E. W., Jang, N., Bowman, N. A., & Just, C. L. (2022). Promoting equitable achievement in STEM: Lab report writing and online peer review. *Journal of Experimental Education* [2.6], 90(1), 23–45. <https://doi.org/10.1080/00220973.2020.1799315>
16. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2021). The impact of pair programming on college students' interest, perceptions, and achievement in computer science. *ACM Transactions on Computing Education* [4.6], 21(3), 1–19. <https://doi.org/10.1145/3440759>
15. Culver, K. C., Swanson, E. S., Hallett, R. E., & Kezar, A. (2021). Identity-conscious strategies to engage low-income students in a learning community: Shared courses in a comprehensive college

transition program. *Teachers College Record* [1.9], 123(8), 142–171.
<https://doi.org/10.1177/01614681211048655>

14. Culver, K. C., Braxton, J. M., & Pascarella, E. T. (2021). What we talk about when we talk about rigor: Examining conceptions of academic rigor. *Journal of Higher Education* [4.1], 92(7), 1140–1163. d <https://doi.org/10.1080/00221546.2021.1920825>
13. Culver, K. C., Bowman, N. A., & Pascarella, E. T. (2021). How students' intellectual orientations and cognitive reasoning abilities may shape their perceptions of good teaching practices. *Research in Higher Education* [3.2], 62(6), 765–788. <https://doi.org/10.1007/s11162-021-09625-z>
12. Swanson, E. S., Culver, K. C., Cole, D., & Rivera, G. (2021). Promoting at-promise student success in four-year universities: Recommendations from the Thompson Scholars Learning Communities. *Journal of Diversity in Higher Education* [3.7], 14(4), 457–462. <https://doi.org/10.1037/dhe0000345>
11. Denson, N., Bowman, N. A., Culver, K. C., & Holmes J. M. (2021). Do diversity courses make a difference in student outcomes? A meta-analysis of 25 years of research. *Journal of Diversity in Higher Education* [3.7], 14(4), 544–556. <https://doi.org/10.1037/dhe0000189>
10. Trolan, T. L., & Culver, K. C. (2020). Advancing evidence-based instruction for the public good. In Culver, K. C., & Trolan, T. L. (Eds.), *Research-based practices for effective instruction. New directions for teaching and learning*, no. 168, pp. 115–126). Jossey-Bass.
<https://doi.org/10.1002/tl.20430>
9. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2020). Pair programming in perspective: Effects on persistence, achievement, and equity in computer science. *Journal of Research on Educational Effectiveness* [2.6], 13(4), 731–758. <https://doi.org/10.1080/19345747.2020.1799464>
8. Culver, K. C., Young, R. L., & Barnhardt, C. L. (2020). Communicating support: Examining perceived organizational support among faculty with differing appointment types. *Innovative Higher Education* [3.2], 45(4), 299–315. <https://doi.org/10.1007/s10755-020-09503-z>
7. Culver, K. C., & Bowman, N. A. (2019). Is what glitters really gold? A quasi-experimental study of first-year seminars and college student success. *Research in Higher Education* [3.2], 61(2), 167–196. <https://doi.org/10.1007/s11162-019-09558-8>
6. Culver, K. C., Braxton, J. M., & Pascarella, E. T. (2019). Does teaching rigorously enhance undergraduates' intellectual development? The relationship of academic rigor with critical thinking skills and self-motivated learning. *Higher Education* [6.2], 78(4), 611–627.
<https://doi.org/10.1007/s10734-019-00361-z>
5. Youngerman, E. W., & Culver, K. C. (2019). Problem-based learning (PBL): Real-world applications to foster (inter)disciplinary learning and integration. In T. L. Trolan & E. A. Jach (Eds.), *Applied learning in higher education: curricular and co-curricular experiences that improve student learning. New directions for higher education*, no. 188. (pp. 23–32). Jossey-Bass.
<https://doi.org/10.1002/he.20342>
4. Loes, C. N., Culver, K. C., & Trolan, T. L. (2018). How collaborative learning enhances students' openness to diversity. *The Journal of Higher Education* [4.1], 89(6), 935–960.
<https://doi.org/10.1080/00221546.2018.1442638>

3. Bowman, N. A., & Culver, K. C. (2018). Promoting equity and student learning: Rigor in undergraduate academic experiences. In C. M. Campbell (Ed.), *Reframing notions of rigor: Building scaffolding for equity and student success. New directions for higher education*, no. 181, (pp. 47–57). Jossey-Bass. <https://doi.org/10.1002/he.20270>
2. Bowman, N. A., & Culver, K. C. (2017). When do honors programs make the grade? Conditional effects on college satisfaction, achievement, retention, and graduation. *Research in Higher Education* [3.2], 59(3), 249–272. <https://doi.org/10.1007/s11162-017-9466-y>
1. Kilgo, C. A., Culver, K. C., Young, R. L., & Paulsen, M. B. (2017). The relationship between students' perceptions of "good practices for undergraduate education" and the paradigmatic development of disciplines in course-taking behavior. *Research in Higher Education* [3.2], 58(4), 430–448. <https://doi.org/10.1007/s11162-016-9433-z>

Manuscripts Under Review and In Progress

Culver, K. C. (under review). Walls they put up to hold us back: Examining the identity, kinship, and career characteristics of faculty with disabilities. *Journal of Diversity in Higher Education*.

*Culver, K. C., Mujahid, T., & Robinson Boone, F. (under review). Working for a livin: The role of disability in faculty work-life balance. *Research in Higher Education*.

*Culver, K. C., & Vita, B. A. (in progress). Career opportunities: A systematic review of psychosocial well-being among VITAL Faculty

Culver, K. C., Kezar, A., & Selznick, B. (in progress). Understanding and promoting academic leadership for VITAL faculty.

Edited Monographs and Journals

1. Culver, K. C., & Trolan, T. L., Eds. (2020). *Effective instruction in college classrooms: Research-Based approaches to college and university teaching*. New Directions for Teaching and Learning, no. 168. Jossey-Bass. <https://doi.org/10.1002/tl.20355>

Chapters in Edited Books/Monographs

5. Kezar, A., & Culver, K. C. (2026). Supporting VITAL faculty to be successful in creating equity and excellence. In Dandaneau, S. (Ed.), *The equity/excellence imperative in action* (pp. 153-164). Johns Hopkins Press. <https://doi.org/10.56021/9781421453149>
4. Youngerman, E. W., & Culver, K. C. (2024). Increasing equity through project-based learning in graduate and professional schools: Problems of practice, cases, and clinics. In E. T. Parker III & T. L. Trolan (Eds.) *Promoting meaningful student-faculty experiences in graduate education* (pp. 62-84). Routledge. <https://doi.org/10.4324/9781003296508-5>
3. Culver, K. C., & Bowman, N. A. (2023). Are you experienced? How college environments, programs, and interactions shape student retention and graduation. In R. D. Reason & J. M. Braxton (Eds.) *Improving college student retention: New developments in theory, research, and practice* (pp. 153-181). Stylus. <https://doi.org/10.4324/9781003445258-10>

2. Culver, K. C., & Kezar, A. (2022). The impacts of 2020 on advancement of non-tenure track and adjunct faculty. In Dahlberg, M., ed., *Promotion, tenure, and advancement through the lens of 2020: The next normal*. National Academies of Science, Engineering, and Medicine.
https://nap.nationalacademies.org/resource/26405/6_The_Impacts_of_2020_on_Advancement_of_Contingent_Faculty-Culver_Kezar.pdf
1. Culver, K. C. (2020). Cognitive dissonance. In M. E. David & M. J. Amey (Eds.) *The Sage encyclopedia of higher education* (pp. 259–260). Sage Publications.
<https://doi.org/10.4135/9781529714395.n101>

Published Conference Proceedings

3. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. M. (2020). (Mis)match of students' country of origin and the impact of collaborative learning in computer science. *Proceedings of the 2020 ASEE Virtual Annual Conference, June 22-26, 2020*. <https://doi.org/10.18260/1-2--33974>
2. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. M. (2019). How prior programming experience affects students' pair programming experiences and outcomes. *Proceedings of the 24th Annual Conference on Innovation and Technology in Computer Science Education, July 12–17, 2019*.
<https://doi.org/10.1145/3304221.3319781>
1. Jarratt, L., Bowman, N. A., Culver, K. C., & Segre, A. M. (2019). A large-scale experimental study of gender and pair composition in pair programming. *Proceedings of the 24th Annual Conference on Innovation and Technology in Computer Science Education, July 12–17, 2019*.
<https://doi.org/10.1145/3304221.3319782>

Other Publications

45. Culver, K. C. (2026). Centering our humanness in GenAI [Editorial]. *Change: The Magazine of Higher Learning*, 58(4), 2-4.
44. Culver, K. C. (2026). Combating burnout at all levels [Editorial]. *Change: The Magazine of Higher Learning*, 58(2), 2-4. <https://doi.org/10.1080/00091383.2026.2642561>
43. *Mujahid, T. & Culver, K. C. (2026). *Positioning part-time VITAL faculty for success with 360° wraparound support at the Community College of Baltimore County*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/positioning-part-time-vital-faculty-for-success-with-360-wraparound-support-at-the-community-college-of-baltimore-county/>
42. *Mujahid, T. & Culver, K. C. (2026). *Florida Gulf Coast University (FGCU): Centralizing support for part-time VITAL faculty*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/florida-gulf-coast-university-fgcu-centralizing-support-for-part-time-vital-faculty/>
41. *Vita, B. & Culver, K. C. (2026). *Mid-Atlantic Teaching Faculty Alliance: Fostering the advancement of VITAL faculty through a cross-institutional network*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/mid-atlantic-teaching-faculty-alliance-fostering-the-advancement-of-vital-faculty-through-a-cross-institutional-network/>

40. *Vita, B. & Culver, K. C. (2026). *360° support for adjuncts through advocacy, inclusion, and practical support at Montclair State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/360-support-for-adjuncts-through-advocacy-inclusion-and-practical-support-at-montclair-state-university/>
39. Kezar, A. & Culver, K. C. (2025). *Lessons from the winners of the Delphi Award for VITAL faculty*. TIAA Institute. <https://www.tiaa.org/content/dam/tiaa/institute/pdf/research-brief/2025-09/tiaa-institute-lessons-from-the-winners-of-the-delphi-award-voee-kezar-sept2025.pdf>
38. *Hitt, N., & Culver, K. C. (2025). *Designing professional development for advocacy and change supporting VITAL faculty at University of Georgia*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-professional-development-for-advocacy-and-change-supporting-vital-faculty-at-university-of-georgia/>
37. *Hitt, N., & Culver, K. C. (2025). *Designing professional development for mid-career VITAL faculty at the University of Denver*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-professional-development-for-mid-career-vital-faculty-at-the-university-of-denver/>
36. *Hitt, N., & Culver, K. C. (2025). *Designing a term faculty learning community for VITAL leadership development at Iowa State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-a-term-faculty-learning-community-for-vital-leadership-development-at-iowa-state-university/>
35. *Culver, K. C., & Jones, K. (2025). *Designing discipline-specific adjunct faculty learning communities at Boise State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-discipline-specific-adjunct-faculty-learning-communities-at-boise-state-university/>
34. *Culver, K. C., & Jones, K. (2025). *Designing a faculty learning community for course coordinators at Kennesaw State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-a-faculty-learning-community-for-course-coordinators-at-kennesaw-state-university/>
33. Culver, K. C., Selznick, B. S., & Kezar, A. (2025). *Sustained professional development for VITAL faculty: Engagement and benefits*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/sustained-professional-development-for-vital-faculty-engagement-and-benefits/>
32. Kezar, A., & Culver, K. C. (2025). It is time to take stock of campus design for DEI, not move away [Editorial]. *Change: The Magazine of Higher Learning*, 57(1), 2-3. <https://doi.org/10.1080/00091383.2025.2442876>
31. Kezar, A., & Culver, K. C. (2024). *Exploring new horizons for designing sustained professional development for VITAL faculty*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/exploring-new-horizons-for-designing-sustained-professional-development/>

30. Culver, K. C., Kezar, A., Koren, E. R., & Curtis, J. W. (2024). *Faculty, Academic Careers, and Environments (FACE) conceptual framework report*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/face-conceptual-framework-report/>
29. Curtis, J. W., Koren, E. R., Kezar, A., Culver, K. C., Arbeit, C., & McDermott Tate, N. (2024). *Faculty, Academic Careers, and Environments (FACE) pilot study and field test report*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/face-pilot-study-and-field-test-report/>
28. Kezar, A., & Culver, K. C. (2024). *The role of academic affairs in supporting VITAL faculty on campus*. USC Pullias Center for Higher Education. https://pullias.usc.edu/wp-content/uploads/2024/07/Role-of-Academic-Affairs-in-Supporting-VITAL-Faculty-on-Campus_FINAL-2024.pdf
27. Koren, E. R., Curtis, J. W., Kezar, A., & Culver, K. C. (2024). *Faculty, Academic Careers, and Environments (FACE) institutional data providers focus groups report*. USC Pullias Center for Higher Education. https://pullias.usc.edu/wp-content/uploads/2024/01/USC_FACE-Focus-Groups-Report_FINAL_1-17-24.pdf
26. Kezar, A., & Culver, K. C. (2024). *Voices of expertise and experience brief: What is the employee value proposition for contingent/VITAL faculty?* TIAA Research Institute. <https://www.tiaa.org/content/dam/tiaa/institute/pdf/research-brief/2024-03/2024voee-kezar-03a.pdf>
25. *Vita, B., & Culver, K. C. (2024). *Charting pathways of intellectual leadership for VITAL Faculty at Michigan State University's College of Arts & Letters*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/charting-pathways-of-intellectual-leadership-for-vital-faculty-at-michigan-state-universitys-college-of-arts-letters/>
24. *Vita, B., & Culver, K. C. (2024). *San Jacinto College: Support and success for part-time faculty*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/san-jacinto-college-support-and-success-for-part-time-faculty/>
23. Culver, K. C. (2024). *The University of Delaware CT caucus: Grassroots collective to foster institutional change*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/the-university-of-delaware-delphi-finalist/>
22. Corwin, Z., Kitchen, J., Harvey, J., & Love, H., Culver, K. C., & Rivera, G. (2024). *Promoting at-promise college student success through peer mentoring* [Practice Guide]. USC Pullias Center for Higher Education. https://pass.pullias.usc.edu/wp-content/uploads/2024/02/PASS_Peer-Mentoring-Brief_FINAL.pdf
21. Kezar, A., & Culver, K. C. (2023). Leadership provocation: Silence is complicity [Editorial]. *Change: The Magazine of Higher Learning*, 55(3), 2-3. <https://doi.org/10.1080/00091383.2023.2195267>
20. *Culver, K. C., Kezar, A., & Yeh, J. (2022). *Toolkit for designing accessible and inclusive professional development for NTTF*. The Delphi Project on the Changing Faculty and Student Success. <https://pullias.usc.edu/download/designing-accessible-and-inclusive-professional-development-for-nttf-2022/?wpdmdl=24740&ind=1655230758919>.
19. Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Boise State University*. USC Pullias Center for Higher Education.

<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-boise-state-university/>

18. Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at the University of Michigan's College of Engineering*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-the-university-of-michigans-college-of-engineering/>
17. *Culver, K. C., Kezar, A., & Lee, M. (2021). *Professional development for non-tenure-track faculty in STEM at the Embry-Riddle Aeronautical University*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-in-stem-at-the-embry-riddle-aeronautical-university/>
16. *Culver, K. C., Kezar, A., & Yeh, J. (2021). *Professional development for non-tenure-track faculty at California State University, San Bernardino*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-california-state-university-san-bernardino/>
15. Kezar, A., & Culver, K. C. (2021). *Professional development for non-tenure-track faculty at University of North Carolina, Charlotte*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-university-of-north-carolina-charlotte/>
14. *Culver, K. C., Lee, M., & Kezar, A. (2021). *Professional development for non-tenure-track faculty in STEM at the University of Colorado Boulder*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-in-stem-at-the-university-of-colorado-boulder/>
13. *Lee, M., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Sinclair Community College*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-sinclair-community-college/>
12. *Lee, M., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at The Ohio State University*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-the-ohio-state-university/>
11. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Indiana University—Purdue University*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-indiana-university-purdue-university/>
10. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at San Francisco State University*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-san-francisco-state-university/>
9. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at the University of Georgia DeLTA Project in STEM*. USC Pullias Center for Higher Education.

<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-the-university-of-georgia-delta-project-in-stem/>

8. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Valencia College*. USC Pullias Center for Higher Education.
<https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-valencia-college/>
7. Culver, K. C., & Kezar, A. (2021). *Designing accessible and inclusive professional development for NTTF*. The Delphi Project on the Changing Faculty and Student Success.
<https://pullias.usc.edu/download/designing-accessible-and-inclusive-professional-development-for-nttf/>.
6. *Culver, K. C., Harper, J., & Kezar, A. (2021). *Design for equity in higher education*. The Delphi Project on the Changing Faculty and Student Success. <https://pullias.usc.edu/download/design-for-equity-in-higher-education>.
5. *Culver, K. C., Harper, J., & Kezar, A. (2021). *Using “design for equity in higher education” for liberatory change: a guide for practice*. The Delphi Project on the Changing Faculty and Student Success. <https://pullias.usc.edu/download/using-design-for-equity-in-higher-education-for-liberatory-change-a-guide-for-practice/>.
4. *Culver, K. C., Rivera, G.J., Acuna, A. A., Cole, D., Hallett, R., Kitchen, J. A., Perez, R. J., & Swanson, E. (2021). Engaging at-promise students for success through innovative practices: Proactive advising and shared academic courses. [Brief]. Pullias Center for Higher Education. https://pass.pullias.usc.edu/wp-content/uploads/2021/05/Brief_Engaging_At-Promise_Students_May21_final.pdf
3. Swanson, E., Bettencourt, G.M., Cole, D., Culver, K.C., Kitchen, J., & Rivera, G. J. (2021). Designing comprehensive college transition programs to support students’ long-term success [Brief]. USC Pullias Center for Higher Education. https://pass.pullias.usc.edu/wp-content/uploads/2021/08/Brief_Designing_Comprehensive_College_Aug21_final.pdf
2. Cole, D., Culver, K. C., Kitchen, J. A., Rivera, G. J., & Swanson, E. S. [alphabetical] (2020). How and why a comprehensive college transition program works: Promoting at-promise students’ success in the Thompson Scholars Learning Communities. Pullias Center for Higher Education. <https://pullias.usc.edu/wp-content/uploads/2020/10/Formative-TSLC-policy-brief-PUBLIC-FINAL.pdf>.
1. Hallett, R. E., Kitchen, J. A., Perez, R. J., Culver, K. C., Swanson, E., Reason, R. D., & Toccoli, J. S. (2019, October). *Qualitative Campus Report: Thompson Scholar Learning Community—University of Nebraska Lincoln*. Los Angeles: Pullias Center for Higher Education.

Media Mentions and Research Dissemination

- Roth, J., & Hohne, M. (2026). VITAL Voices: KC Culver on advocacy, faculty futures, and student success [Audio podcast episode]. In *The Adjunct Files*.
<https://www.buzzsprout.com/2448935/episodes/18186558-vital-voices-kc-culver-on-advocacy-faculty-futures-and-student-success.mp3?download=true>

Peer mentoring as a catalyst for low-income student success. (2025). *The Chronicle of Evidence-Based Mentoring*. <https://www.evidencebasedmentoring.org/peer-mentoring-as-a-catalyst-for-low-income-student-success/>

Srinivas, A., & Lenhardt, D. (March 31, 2025). Officials must boost staff-student ratio to reduce burnout, improve student experience, experts say. *The George Washington University Hatchet*. <https://gwhatchet.com/2025/03/31/officials-must-boost-staff-student-ratio-to-reduce-burnout-improve-student-experience-experts-say/>

Culver, K. C., & Kezar, A. (2024, January). Six strategies to support VITAL faculty in professional development. *Supporting Faculty*, 2(1), 2-3.

Kezar, A. & Culver, K. C. (2023). Leadership provocation: Silence is complicity [Editorial]. *Change: The Magazine of Higher Learning*, 55(3), 2-3. <https://doi.org/10.1080/00091383.2023.2195267>

*Kezar, A., Culver, K. C., & Harper, J. (2022, August 15). Designing our way to equity in unprecedented times. *Academic Leader*. <https://www.academic-leader.com/topics/diversity-equity-inclusion/designing-our-way-to-equity-in-unprecedented-times/>

Culver, K. C., & Kezar, A. (2022, January 3). Six strategies to support non-tenure-track faculty in professional development. *Academic Leader*. <https://www.academic-leader.com/topics/faculty-development/six-strategies-to-support-non-tenure-track-faculty-in-professional-development/>

Culver, K. C. (2021, July 28). Interview about learning in college. *Channel Q radio*. <https://www.audacy.com/wearechannelq>

Culver, K. C. (2021, June 28). College can still be rigorous without a lot of homework. *The Conversation*. <https://doi.org/10.64628/AAL.5hqjragvg>

*Harper, J., Culver, K. C., & Kezar, A. (2021, June 28). Needed: New designs for decision making (opinion). *Inside Higher Education*. <https://www.insidehighered.com/views/2021/06/28/become-more-equitable-and-just-higher-ed-needs-new-approaches-decision-making>

Flaherty, C. (2021, June 23). A push to plan for adjuncts and equity. *Inside Higher Education*. <https://www.insidehighered.com/news/2021/06/23/papers-urge-institutions-think-about-adjuncts-including-terms-retirement>

EXTERNAL CONTRACTS AND GRANTS

Funded/Under Review

Co-principal investigator. Promoting STEM-focused Evidence-based Teaching Excellence at Scale to Strengthen Student Success (under review; 2027-2031). National Science Foundation, \$2 million. Proposal for a mixed methods longitudinal study of how institutions with varied profiles learn from and influence one another through a network improvement community focused on integrating four strategic levers related to scaling effective teaching, as well as what changes they make on campus and how these changes may impact course teaching, students' course experiences, and faculty's perceptions of the environment for effective teaching.

Co-principal investigator. Developing A Scaled Collaborative Research Agenda on Faculty for Equitable Student Success (in development; 2027-2028). Spencer Foundation, \$75,000. Proposal to conduct participatory action research using the Delphi method to identify strategies for creating a collaborative research agenda around faculty issues (e.g., contingency, academic freedom, erosion of tenure) with national organizations (e.g., AAC&U, AAU), disciplinary and professional societies, advocacy groups (e.g., AAUP), and educational researchers.

Contractor. Tackling A Missing Piece of the Student Success Agenda: Making Evidence-Based College Teaching the Norm (2026-2028). ECMC Foundation, \$500,000; Lumina Foundation, \$535,000. Project to build a working network of a broad range of institutions to enhance and iterate strategies to improve effective teaching at scale and to design and pilot measures of teaching for student success that will open to a future public-facing designation for institutional teaching effectiveness.

Consultant. Impact of Early Critical Thinking Education on Students' Attainment and Social Consciousness: A Cohort Study (2026-2027). SEDA Research and Evaluation, \$2,700. A mixed methods study to understand how non-traditional students' participation in a first-year course that situates critical thinking within social justice contexts shapes their development of critical being across four years, informing pedagogical development efforts.

Co-principal investigator. Understanding Faculty, Academic Careers, and Environments in Service of Equity (2022-2025). National Science Foundation; \$1.5 million plus \$200,000 supplemental funding: Study to design and field test survey research methods for a nationally representative survey of faculty that can provide needed information on the composition of the academic workforce and efforts to diversify it, the institutional environments that influence faculty's opportunity to perform, and the work experiences that shape outcomes for faculty, students, and higher education overall; analyze, revise, and conduct cognitive testing on items in preparation for conducting the study at scale.

Contractor. Scaling Support for Non-tenure-track Faculty (NTTF) in STEM through Learning Communities and Design Teams (2019-2024). National Science Foundation, \$930,000. Study on learning about the use of design thinking to improve support for VITAL faculty and how campuses have modified professional development programs to improve access and inclusion among VITAL faculty.

Postdoctoral scholar. TSLC Scholars: A Mixed Methods Examination Of A Comprehensive College Transition And Success Program For Low-Income Students (2015-2020). The Susan T. Buffett Foundation, \$6.3 million. Study to conduct a longitudinal mixed-methods study to better understand the role of the Thompson Scholars Learning Community experience on select students' college trajectory.

Graduate researcher. Joint Learning Environment for Stimulating Internationalisation at Home (2016-2020). Norwegian Center for International Cooperation in Education [SIU], \$189,000. Study to create a joint Norwegian-US learning environment based on virtual mobility of students and staff.

Graduate researcher. Pair Programming as a Pedagogical Approach for Promoting Success and Equity in Computer Science Coursework (2016-2019). National Science Foundation, \$299,904. Study using a cluster randomized trial design to understand the experiences and outcomes of students who engaged in pair programming, a structured collaborative learning pedagogy.

Fellow. Presidential Research Graduate Fellowship (2014-2019). University of Iowa; \$117,500.
Fellowship awarded to exceptional doctoral applicants for five years of graduate study.

Unfunded

Contractor. The Delphi Method within Participatory Action Research: Strategizing VITAL Faculty Models for the Future (2026-2027). TIAA Institute, \$75,000. Proposal to conduct participatory action research using the Delphi method to identify policy and practice strategies for addressing the greatest needs for VITAL faculty over the next decade and to strengthen individual and collective stakeholder efforts.

Co-principal investigator. National Faculty Survey of Undergraduate-Focused Institutions: The Faculty, Academic Careers, and Environments (FACE) Project (2025-2028). National Science Foundation, \$2.5 million. Proposal to conduct the FACE project at scale at a representative sample of undergraduate-focused institutions.

Co-principal investigator. National Faculty Survey of Doctoral Institutions: The Faculty, Academic Careers, and Environments (FACE) Project (2025-2028). National Science Foundation, \$2.5 million. Proposal to conduct the FACE project at scale at a representative sample of doctoral-level institutions.

Co-principal investigator. Institutional Data in Service of Equity and Faculty Support: the National Faculty, Academic Careers and Environments (FACE) Project (2024-2027). National Science Foundation, \$2.5 million. Proposal to conduct the institutional level data collection for the FACE project.

Co-principal investigator. National Survey of Faculty's Activities and Working Environments in Service of Equity: The Faculty, Academic Careers and Environments (FACE) Project (2024-2027). National Science Foundation, \$2.5 million. Proposal to conduct the individual level data collection for the FACE project.

INVITED TALKS AND WORKSHOPS

Culver, K. C. (2025). *Understanding & supporting the faculty in higher education*. Invited to lead session for TIAA's Emerging Leaders Network, Nashville, TN [leadership institute for 75 rising human resources leaders in higher education]

Culver, K. C. (2025). *The future faculty: Considerations for effective evolution*. Invited to lead session for TIAA Institute Fellows Symposium, New York, NY [symposium for 50 research fellows and leaders in higher education]

Finley, A., Kezar, A., Culver, K. C., Birdsall, K., Fritzsche, S., Healey, C., & Weinbaum, E. (2025). *The Delphi Project on the Changing Faculty and Student Success: 2024 Delphi Award winners*. Panel at the American Association of Colleges and Universities annual meeting 2025, Washington, DC. [panel sponsored by AAC&U]

Fritzsche, S., Culver, K. C., Hanson, K., & Rodak, M. (2025). *Beyond promotion: Creating holistic career pathways for contingent faculty members*. Invited to participate in panel at the 2025 MLA Annual [panel arranged by the MLA Office of Academic Program Services – Jason Rhody presiding]

- Culver, K. C. (2024). *Understanding & supporting the faculty in higher education*. Invited to lead session for TIAA's Emerging Leaders Network, Indianapolis, IN [leadership institute for 75 rising human resources leaders in higher education]
- Culver, K. C. (2024). *Designing for equity in higher education: Capstone design sprint*. Invited to lead design sprint for the Faculty Advancement Network, Philadelphia, PA [Capstone of yearlong leadership development institute for 45 Mellon fellows, deans, department chairs, and faculty fellows from 13 Ivy+ institutions]
- Culver, K. C., Toccoli, J., & Cruz, L. (2024). *Contingent but significant: Co-creating a research agenda by, for, and about non-tenure track instructors*. Invited to co-lead pre-conference workshop for the Faculty, Teaching, and Evaluation SIG at AERA, Philadelphia, PA [12 participants including professional development leaders, researchers, and contingent faculty].
- Culver, K. C. (2024). *Supporting equity and inclusion for faculty on your campus through evaluation of teaching*. Invited to lead workshop for Association of American Universities, STEM Department Demonstration Projects on Teaching Evaluation, Washington, DC [department teams from 5 AAU universities]
- Culver, K. C. (2022). *Applying for faculty positions*. Invited to participate on panel about pursuing faculty positions as part of the University of Alabama's Graduate School professional development program
- Culver, K. C. (2023). *Nationally representative data on faculty*. Invited to present for CSTB's *Pathways to Doctoral Degrees in Computing* [consensus study committee meeting]
- *Culver, K. C., Harper, J., & Ross, K. (2022). *Design for equity in higher education: An adapted design thinking model for presidents*. Invited to co-lead workshop for the Council of Independent Colleges 2022 Presidents Institute, Marco Island, FL [20 participants]

REFEREED CONFERENCE PRESENTATIONS

- *Culver, K. C., & Vita, B. (under review). *Faculty's perceptions of organizational justice: A scoping literature review*. Paper to be presented at the 2027 AERA Annual Meeting, Toronto, ON.
- *Culver, K. C., & Vita, B. (accepted). *Recognizing and improving justice for VITAL faculty*. Paper accepted for presentation at the Association for the Study of Higher Education Annual Meeting 2025, San Juan, PR.
- Culver, K. C., & Kezar, A. (2026). *Better supporting contingent, VITAL Faculty: Insights from previous Delphi Award winners*. Presented at the 2026 AERA Annual Meeting, Los Angeles, CA.
- *Culver, K. C., & Vita, B. (2025). *Psychosocial well-being among VITAL Faculty: A scoping review*. Presented at the Association for the Study of Higher Education Annual Meeting 2025, Denver, CO.
- Culver, K. C. (2025). *At what cost? The role of disability in faculty work-life balance*. Presented at the Association for the Study of Higher Education Annual Meeting 2025, Denver, CO.
- Culver, K. C., & Qi, W. (2025). *Unlocking the potential of faculty data on your campus*. Presented at the AIR Forum 2025, Orlando, FL.

- Felten, P., Artze-Vega, I., Kezar, A., & Culver, K. C. (2025). *Relationship-rich education in an adjunctified academy*. Presented at the American Association of Colleges and Universities annual meeting 2025, Washington, DC.
- *Culver, K. C., & Mujahid, T. (2024). *Disability and belongingness among faculty: A critical quantitative examination*. Presented at the Association for the Study of Higher Education Annual Meeting 2024, Minneapolis, MN.
- Culver, K. C., & Koren, E. R. (2024). *Faculty, academic careers, and environments (FACE) framework: A guide to faculty work for research, practice, and policy*. Presented at the Association for the Study of Higher Education Annual Meeting 2024, Minneapolis, MN.
- Culver, K. C., Kezar, A., & Selznick, B. S. (2024). *Understanding and promoting academic leadership for VITAL faculty*. Presented at the Association for the Study of Higher Education Annual Meeting 2024, Minneapolis, MN.
- Focarile, T., & Culver, K. C. (2024). *Designing accessible and inclusive professional development programs for VITAL faculty*. Presented at the 49th Annual POD Network Conference 2024, Chicago, IL.
- Culver, K. C. (2024). *Supporting faculty from different personal/professional backgrounds: The FACE framework*. Presented at the 49th Annual POD Network Conference 2024, Chicago, IL.
- Culver, K. C., & Bischel, J. (2024). *Making the most of faculty data for institutional effectiveness*. Presented at the CUPA-HR Annual Conference 2024, Orlando, FL.
- Culver, K. C., & Kezar, A. (2024). *Supporting equity and inclusion for faculty on your campus: Working conditions and faculty data*. Presented at the American Association of Colleges and Universities annual meeting 2024, Washington, DC.
- Culver, K. C. (2023). *Who are faculty with disabilities in the U.S.? Examining identity characteristics, living situations, and faculty role*. Presented at the Association for the Study of Higher Education Annual Meeting 2023, Minneapolis, MN.
- Culver, K. C., Kezar, A., & Koren, E. R. (2023). *Supporting non-tenure track instructors as scholars of teaching and learning through sustained professional development*. Presented at the Association for the Study of Higher Education Annual Meeting 2023, Minneapolis, MN.
- Culver, K. C., & Kezar, A. (2023). *Improving access and inclusion for non-tenure track faculty in sustained professional development programs*. Presented at the AERA Annual Meeting 2023, Chicago, IL.
- Kitchen, J. A., Culver, K. C., Rivera, G., & Corwin, Z. B. (2023). *Promoting low-income college student success through peer mentoring: A mixed-methods examination*. Presented at the AERA Annual Meeting 2023, Chicago, IL.
- Culver, K. C., Bray, N. J., & Braxton, J.M. (2022). *Are honors programs more rigorous? Examining students' perceptions of workload and cognitive challenge*. Presented at the Association for the Study of Higher Education Annual Meeting 2022, Las Vegas, NV.

- *Harper, J., Culver, K. C., & Kezar, A. (2022). *Humanizing change: Adapting design thinking in higher education to increase equity for non-tenure-track faculty*. Presented at the Association for the Study of Higher Education Annual Meeting 2022, Las Vegas, NV.
- Culver, K. C., & Arbeit, C. (2022). *Defining, counting and understanding faculty in the United States: Strengths and limitations of current higher education data*. Presented at the Federal Committee on Statistical Methodology 2022 Research and Policy Conference, Washington, DC.
- Culver, K. C. & González Canché, M. (2021). *The role of course peers in the achievement and success of at-promise students*. Presented at the Association for the Study of Higher Education Annual Meeting 2021, San Juan, PR.
- Culver, K. C., & Kezar, A. (2021). *The impacts of 2020 on advancement of non-tenure track and adjunct faculty*. Presented at the National Academies of Science, Engineering, and Medicine, The Next Normal webinar series., virtual.
- Culver, K. C., Perez, R., Kitchen, J. A., & Cole, D. (2021). Promoting equitable engagement for students of color: Mixed methods exploration of a comprehensive transition program. Presented at the AERA Annual Meeting 2021, virtual.
- Culver, K. C., Swanson, E., Hallett, R. E., & Kezar, A. (2021). Identity-conscious design: The learning community within a comprehensive college transition program for low-income students. Presented at the AERA Annual Meeting 2021, virtual.
- Trolian, T. L., Selznick, B. S., & Culver, K. C. (2020). *Doing as learning: The relationship between applied experiences and critical being*. Presented at the Association for the Study of Higher Education Annual Meeting 2020, virtual.
- Culver, K. C. (2020). *Teaching for critical being: instructors' curricular intentions, perceptions of students, and classroom practices*. Presented at the Association for the Study of Higher Education Annual Meeting 2020, virtual.
- Culver, K. C., Hallett, R. E., Harvey, J., & King, K. (2020). *Equitable engagement for underrepresented students: A comprehensive college transition program*. Presented at the Annual Conference on The First-Year Experience, Washington, D.C.
- Culver, K.C., Swanson, E., Hallett, R. E., & Kezar, A. (2020). Engaging low-income and first-generation students in the classroom: The importance of shared academic courses within a comprehensive college transition program. Presented at the 18th Annual Hawaii International Conference on Education, Waikiki, HI.
- Culver, K. C., Trolian, T. L., & Holmes, J. M. (2019). Making academic challenge explicit: Examining instructional practices and students' criticality among three racially minoritized groups. Presented at the Association for the Study of Higher Education Annual Meeting, Portland, OR.
- Holmes, J. M., & Culver, K. C. (2019). *Reimagining propensity score modeling: Equitable for all?* Presented at the Association for the Study of Higher Education Annual Meeting, Portland, OR.

- Katsumoto, S., & Culver, K. C. (2019). Reimagining pedagogical practice: Centering the multiple identities of minoritized racial/ethnic groups for developing students' lifelong learning mindsets. Presented at the Association for the Study of Higher Education Annual Meeting, Portland, OR.
- Culver, K. C., Youngerman, E. W., Jang, N., Bowman, N. A., & Just, C. L. (2019). *Crossing disciplinary borders: Increasing equity in engineering assessment using online peer review*. Presented at the International Society for the Scholarship of Teaching and Learning Annual Meeting, Atlanta, GA.
- Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2019). *How prior programming experience affects students' pair programming experiences and outcomes*. Presented at the 24th Annual Conference on Innovation and Technology in Computer Science Education, Aberdeen, UK.
- Jarratt, L., Bowman, N. A., Culver, K. C., & Segre, A. (2019). *A large-scale experimental study of gender and pair composition in pair programming*. Presented at the 24th Annual Conference on Innovation and Technology in Computer Science Education, Aberdeen, UK.
- Culver, K. C., Jang, N. & Bowman, N. A. (2019). *Quality or quantity: The relationship between students' studying approaches and development of the authentic self*. Presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2019). *The impact of pair programming on interest, perceptions, and achievement in computer science*. Presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- Jarratt, L., Bowman, N. A., Culver, K. C., & Segre, A. (2019). A collaborative learning approach to bolster academic achievement, persistence, and gender equity in computer science coursework. Presented at the Association for Education Finance and Policy 44th Annual Conference, Kansas City, MO.
- Selznick, B. S., Culver, K. C., & Trolan, T. L. (2018). *Teaching, learning, and assessing critical thinking being*. Presented at the Association for the Study of Higher Education Annual Meeting, Tampa, FL.
- Jang, N., Culver, K. C., & Bowman, N. A. (2018). *A new approach for measuring spirituality: Creating an authenticity scale*. Presented at the Association for the Study of Higher Education Annual Meeting, Tampa, FL.
- Culver, K. C., Youngerman, E. W., & Jang, N. (2018). *Engineering equity through writing: An experimental study of calibrated peer review*. Presented at the American Educational Research Association Annual Meeting, New York, NY.
- Culver, K. C., Jarratt, L. A., & Bowman, N. A. (2018). *Race in context: Structural diversity in high school and college predicting students' intercultural orientations*. Presented at the American Educational Research Association Annual Meeting, New York, NY.
- Holmes, J. M., Culver, K. C., & Trolan, T. L. (2018). *Social class, academic achievement, and effective teaching: What works for underrepresented students?*. Presented at the American Educational Research Association Annual Meeting, New York, NY.
- Culver, K. C., Trolan, T. L., & Selznick, B. S. (2017). *Challenging critical thinking: A measure of critical being in an era of accountability*. Presented at the Association for the Study of Higher Education Annual Meeting, Houston, TX.

- Holmes, J. M., Culver, K. C., & Pascarella, E. T. (2017). *Sweat it out: The benefits of exercise on students' psychological wellbeing*. Presented at the Association for the Study of Higher Education Annual Meeting, Houston, TX.
- Denson N., Ovenden, G., Culver, K. C., Holmes J. M., & Bowman, N. A. (2017). *Do diversity courses make a difference in student outcomes? A meta-analysis of 25 years of research*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Loes, C. N., Culver, K. C., & Trolan, T.L. (2017). *How collaborative learning enhances students' openness to diversity*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Bowman, N. A. & Culver, K. C. (2017). *Is what glitters really gold? A quasi-experimental study of first-year seminars and college student success*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Trolan, T. L. & Culver, K. C. (2017). *Predicting student-faculty interaction in college: The influence of students' precollege and college experiences*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Bowman, N. A. & Culver, K. C. (2016). *Do honors programs get a gold star? A multilevel propensity score analysis of student success*. Presented at the Association for the Study of Higher Education Annual Meeting, Columbus, OH.
- Culver, K. C., Holmes, J. M., Trolan, T. L., & Paulsen, M. B. (2016). *Is effective teaching inclusive? How race and sex moderate the effects of instruction on students' cognitive skills and orientations*. Presented at the Association for the Study of Higher Education Annual Meeting, Columbus, OH.
- Culver, K. C., Young, R. L., & Barnhardt, C. L. (2016). *Building faculty commitment through perceived organizational support*. Presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- Culver, K. C., Trolan, T. L., & Paulsen, M. B. (2015). *Considering the influence of classroom instructional practices on fourth-year cognitive outcomes*. Presented at the Association for the Study of Higher Education Annual Meeting, Denver, CO.
- Culver, K. C., Kilgo, C. A., & Pascarella, E. T. (2015). *How students' cognitive abilities and intellectual orientation affect their perceptions of good teaching practices*. Presented at the Association for the Study of Higher Education Annual Meeting, Denver, CO.
- Kilgo, C. A., Young, R. L., Culver, K. C., & Paulsen, M. B. (2015). *Students' perceptions of "good practices for undergraduate education" by academic discipline*. Presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Culver, K. C., Hickman, Z. C., & Mann, A. D. (2013). *Where theory meets practice: Tutoring ELL without ELL training*. Presented at the Southeastern Writing Centers Association conference, Fort Lauderdale, FL.

- Culver, K. C., Glaser, M. S., Sotto, T. A., & McLellan, J. (2011). *Lucille's gifts: A tribute to Lucille Clifton, poet and teacher*. Presented at the Associated Writers and Writing Programs conference, Washington, D.C.
- Culver, K. C., Hickman, Z. C., & Lauren, B. (2010). *2 believers and a skeptic talk: Using technology to compose*. Presented at the Computers and Writing conference, West Lafayette, IN.
- Culver, K. C., Morris, C. *, Craigo, K., Tarvin, Z. *, Murphy, P. C., & Larson, H*. (2010). *Students who build things: The literary magazine as teaching tool for students*. Presented at the Associated Writers and Writing Programs conference, Denver, CO.
- Collins, C. C., Culver, K. C., & Hickman, Z. C. (2008) *Student learning outcomes as a roadmap to writing in the disciplines*. Presented at the Conference on College Composition and Communication, New Orleans, LA.
- Maranto, G. L., Connor, T., & Culver, K. C. (2007). *Podcasting: Virtual spaces, real work*. Presented at the Computers and Writing conference, Detroit, MI.
- Maranto, G. L., Culver, K. C., & Nobleman, B. (2006). *Pushing transparency: Exposing student writing and pedagogy through wiki, zines, and podcasting*. Presented at the Computers and Writing conference, Lubbock, TX.
- Murphy, P. C., Culver, K. C., Beatty, S., Hickman, Z. C., & Van Maximilian Werner, J. (2006) *MFA as a "terminal degree": Tips for keeping a writing career alive while teaching composition*. Presented at the Associated Writers and Writing Programs conference, Austin, TX.
- Culver, K. C., Sanchez-Garcia, A., & Collins, C. C. (2005). *'Realizing' audience in business writing assignments*. Presented at the Conference on College Composition and Communication, San Francisco, CA.
- Friend, C. L., Culver, K. C., & McManus, R. A. (2003). *Composing poetry: The poetry workshop and process*. Presented at the Conference on College Composition and Communication, New York, NY.
- Culver, K. C. & Traywick, D. L. (2003). *Standing appointments and learning plateaus*. Presented at the Southeastern Writing Centers Association conference, Greenville, SC.

TEACHING

^ taught mostly or entirely online

Assistant Professor, University of Alabama

2022-present

College Students in the United States (4 sections^, MA/PhD; 2 sections; Executive EdD)
 Professional Seminar in Higher Education (1 section, EdD/PhD)
 Readings in Higher Education (1 section^, MA/PhD)
 Research and Writing for Dissertations (3 sections^, EdD/PhD)
 Seminar in Academic Program Development and Evaluation (4 sections^, MA/PhD)
 Mentored Research (3 students; PhD independent study)

Instructor, University of Southern California

2020-2022

Postsecondary Administration and Student Affairs Capstone (1 section^, MA)
 Introduction to Research Methods (1 section^, MA)

Instructor, University of Iowa	2018
Teaching and Learning in Higher Education (1 section, PhD)	
Graduate Teaching Assistant, University of Iowa	2017
Teaching and Learning in Higher Education (1 section, PhD)	
Research Process and Design (1 section, MA/PhD)	
Senior Lecturer, University of Miami	2003-2014
Composition I (Writing through Inquiry) (10 sections, UG)	
Composition II (Writing through Research) (14 sections, UG)	
Composition II (Writing through Research in the Sciences) (2 sections, UG)	
Advanced Business Communication (18 sections, including honors and accelerated, UG)	
Advanced Composition (3 sections, UG)	
Introduction to Creative Writing (3 sections, UG)	
Creative Writing and Publishing (1 section, Summer Scholars Program for high school students)	
Literature (9 sections, Osher Lifelong Learning Institute)	
Adjunct Instructor, Kaplan University	2008-2014
Composition I (8 sections^, UG)	
Technical Writing (3 sections^, UG)	
Advanced Technical Writing (1 section^, UG)	
Graduate Instructor of Record, University of South Carolina	2000-2003
Composition and Literature (3 sections, UG)	
Composition (2 sections, UG)	
Introduction to Creative Writing (1 section, UG)	
Advanced Poetry Workshop (1 section, UG)	
Graduate Instructor of Record, Auburn University	1998-2000
English Composition (6 sections, UG)	
Undergraduate Teaching Assistant, St. Mary's College of Maryland	1998
Introduction to Creative Writing (1 section, UG)	

DISSERTATIONS, ADVISING, AND STUDENT SUPPORT

Dissertations and Thesis

Chair

Aniya Farmer (October 2025, Executive EdD): "Exploring the role of comprehensive college transition programs in supporting marginalized students"

Nicole Hitt (in progress, PhD)

Taheerah Mujahid (in progress, PhD)

Faith Robinson-Boone (in progress, PhD)

Committee Member

Moses Ogunniran (in progress, PhD)

Kellin Treadway (in progress, PhD)

Jeremy Reid (April 2025, PhD)

Capstone Project (MA Thesis)

Jessica Doss (chair, 2025)

Advising

Chidinma Nwafor (2025-present, PhD)
 Barielnen Vita (2024-present, PhD)
 Faith Robinson-Boone (2024-present, PhD)
 Taheerah Mujahid (2023-present, PhD)
 Nicole Hitt (2023-present, PhD)

Mentored Summer Research

Barielnen Vita (summer 2025, PhD)
 Taheerah Mujahid (summer 2024; summer 2025, PhD)

INTERNAL AWARDS AND GRANTS

Emerging Leaders: Foundations for Academic Leadership (University of Alabama) 2025-2026

Nominated by department chair to participate in yearlong program sponsored by the Office of Academic Affairs to cultivate early-career faculty leadership ()

College of Education Grant Writing Fellows (University of Alabama) 2025-2026

Selected to participate in yearlong learning community to develop competitive funding proposals

Educational Policy and Leadership Studies Financial Award (University of Iowa) 2018

Award to participate in Early Career Faculty Workshop at 2018 ASHE Annual Meeting in Tampa, FL

Dr. Eunice Schuytema Beam WiSE Travel Grant (Women in Stem & Engineering, U. of Iowa) 2018

Award to present research supporting women in STEM fields at AERA Conference in New York City, NY

Graduate Student Research Award (College of Education, University of Iowa) 2018

Graduate researcher grant to support research costs; used to access data from Indiana University Center for Postsecondary Research

Awards to present research at national conferences (University of Iowa) 2015-2018

Office of the Dean Graduate Student Travel Award (5 awards); Audrey Qualls Travel Award (4 awards); Graduate & Professional Student Government Grant (4 awards); Graduate Student Senate Grant (3 awards); HESA Student Financial Award (3 awards)

ASHE Graduate Student Travel Award (Association for the Study of Higher Education) 2016

Award to present research at ASHE conference in Columbus, OH

Professional Development Award (University of Miami) 2003-2014

Awards to present research or chair sessions at national conferences (10 awards)

Provost's Award for Faculty (University of Miami) 2012

Grant to implement instructional technology in innovative ways

Artist Residency (St. Mary's College of Maryland) 2012

Grant and housing for artists to engage with students and faculty on creative projects

Literary Seminar Fellowship (Key West Literary Seminar) 2011

Artist grant to participate in two-week poetry workshop with Billy Collins

Campus Technology Innovator Award in Podcasting (University of Miami)

2006

Faculty grant to implement podcasting in the classroom

SERVICE AND LEADERSHIP

Editorial

Associate Editor, *Change: The Magazine of Higher Learning*

2021-present

Manage submission reviews and communications; prepare six issues per year for publication; read and provide feedback on manuscripts; identify potential topics of interest and solicit articles

Editorial Review Board, *Research in Higher Education*

2023-present

Read and provide feedback on manuscripts; identify potential topics of interest and solicit articles

Editorial Review Board, *Innovative Higher Education*

2021-present

Read and provide feedback on manuscripts; identify potential topics of interest and solicit articles

Peer Reviewer, various journals

2016-present

Read and provide feedback on manuscripts for peer-reviewed publications including *Higher Education*, *The Journal of Higher Education*, *Learning and Individual Differences*, National Academies of Sciences, Engineering, and Medicine consensus reports,

RIB Editorial Board, *Journal of College Student Development*

2016-2021

Read and provided feedback on submissions to Feature Articles, Research in Brief, and About Campus sections

Faculty Advisor, *Mangrove*, University of Miami

2011-2014

Managing Editor

2007-2011

Led and managed student-run national creative writing journal with 20 undergraduate and graduate staff members; Created and maintained online submission and publication environment using open source software

Faculty Advisor, *UTurn Webzine*, University of Miami

2005-2007

Created and advised new student organization dedicated to publishing creative nonfiction online

Editorial Staff, *Yemassee*, University of South Carolina

2001-2003

Poetry Editor, 2002-2003; Poetry Reader, 2001-2002; Copy Editor, 2001

Disciplinary

AERA

Society, Culture, History, & Change section chair (Div. J), 2027 Program Committee

2026-present

Annual Meeting Conference Proposal Reviewer (Div. J; FTED Sig.)

2019-present

ASHE

Outstanding Book Committee

2025-present

Research Methods section chair, 2025 Program Committee

2024-2025

Discussant, Annual Meeting

2022-present

Session Chair, Annual Meeting

2018-present

Proposal Reviewer, Annual Meeting	2018-present
Conference on College Composition and Communication Session Chair, Annual Meeting	2006, 2007, 2009, 2012, 2013

National/International

Advisory Board Member, InFORM	2023-present
Advisory board member for InFORM: Including Faculty on Religious, Secular, and Spiritual Mattering, a national study of study of the religious, secular, and spiritual identities of faculty and how these identities shape teaching, research, and service; funded by the Templeton Religion Trust.	

Instructional Development for TVET Trainers, Kivu Hills Academy (Rwanda)	2021-2022, 2025
Developed and led instructional development for trainers in technical education school to integrate technology in effective ways to support student learning, with a focus on GenAI tools, and to implement evidence-based practices to support inclusive student learning, including synchronous and asynchronous activities online paired with intensive 2-day institute	

Coordinating Nominator, Pullias Center for Higher Education, USC	2024
Led the winning nomination of the Pullias Center for Higher Education for the 2024 ASHE Special Merit Award, which is presented to a person, group, or organization in recognition of distinctive support for the purposes and goals of the study of higher education; in the last 35 years, this award has only been given 21 times.	

University, College, Department, Program

University of Alabama	
Information Technology, standing committee, University of Alabama	2023-present

College of Education, University of Alabama	
Honors College Education Minor committee member	2024-2025

ELPTS Department, University of Alabama	
College Teaching Certificate program coordinator	2025-present
Graduate Assistants and Fellows (GAF) Community chair, co-chair	2023-present
Developed learning community for doctoral students in the Educational Leadership, Policy, and Technology Studies department with monthly meetings focused on students' scholarly orientation, knowledge, and skills; meet with students individually to support their development	
Course Enrollment Committee	2024-2025

Higher Education Administration Program, University of Alabama	
PhD curriculum committee chair	2024, 2026-present
PhD admissions committee member	2023-present
Assistant professor search committee member	2025
Associate/full professor search committee member	2024-2025
Undergraduate minor committee member	2024-2025
Clinical assistant professor search committee member	2023-2024
Assistant professor search committee member	2022-2023

University of Iowa	
Council on Teaching, Presidential Charter Committee graduate student member	2018-2019

College of Education, University of Iowa

Committee for President & Provost's Teaching Award EPLS department rep.	2017
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Higher Education and Student Affairs Program, University of Iowa

Doctoral Student Representative, HESA Graduate Organization	2015-2017
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Campus Visit Days committee member	2015-2017
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Climate committee	2015
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English Department, University of Miami

Business Writing committee chair	2003-2005
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Literary Festival, University of South Carolina

Assistant for planning, logistics, and execution of 4-day writing conference	2001
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Literary Festival, St. Mary's College of Maryland

Assistant for planning, logistics, and execution of 9-day event	1997
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PROFESSIONAL MEMBERSHIPS

- American Association of University Professors

- American Educational Research Association

- Division J – Postsecondary Education

- Faculty Teaching, Evaluation, and Development SIG

- Association for the Study of Higher Education

- POD Network (Professional and Organizational Development)